
Music Standards of Learning

**for
Virginia
Public Schools**



**Board of Education
Commonwealth of Virginia**

May 2000

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Public Schools**

**Adopted May 2000 by the
Board of Education**

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Foreword

The Standards of Learning in this publication represent a major development in public education in Virginia. These standards were adopted in May 2000 by the Virginia Board of Education to emphasize the importance of instruction in the fine arts—music, dance arts, theatre arts, and visual arts.

The Music, Dance Arts, Theatre Arts, and Visual Arts Standards of Learning are an important part of Virginia's efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the ability to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, imagine, and create.

Copies of the Standards of Learning were distributed to public schools throughout Virginia for teachers to use in developing curricula and lesson plans to support the standards. The standards are minimum requirements in the fine arts that set reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

The Standards of Learning for the fine arts were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, museum personnel, parents, and students. These individuals assisted the Department of Education in developing and reviewing draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at five sites across the state.

A major objective of Virginia's educational agenda is to give the citizens of the commonwealth a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Standards of Learning continue the process for achieving that objective.

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Music

Standards of Learning

Goal

The goal of music education is to empower students to experience music as a source of personal enrichment, as a vehicle for the constructive expression of human emotions, and as a unique intellectual discipline. This goal will be attained through a structured, sequential program of study.

Students will develop an intellectual understanding of music through experiences in singing, moving, listening, and playing instruments. They will learn to read and notate music, and to create compositions that transcribe their thoughts and emotions into concrete, musical forms of human expression. Students will exercise their critical thinking skills by investigating and analyzing all facets of the music discipline, employing both traditional modes of instruction and the latest technological advancements. Through active involvement in music throughout the public school years, the students of Virginia will build a foundation for a lifetime of participation in and enjoyment of music.

Organization

The scope and sequence of the Virginia Standards of Learning for music reflect the gradual progression in musical development that culminates in a high level of artistic attainment. The Music Standards of Learning are organized by areas and levels of instruction—Music K-12 (K, 1, 2, 3, 4, 5, 6-8, and 9-12), Instrumental (Beginning, Intermediate, Advanced, and Artist), and Vocal/Choral (Beginning, Intermediate, Advanced, and Artist). Within each area and level of instruction, Music Standards of Learning are organized by four related strands: *Perform*, *Create*, *Investigate*, and *Connect*.

Perform, the first strand, is the participative component of the standards. From the early grades through high school, this strand describes the involvement of each student in demonstrating mastery of music concepts at levels of increasing difficulty. The students will learn to participate in music as a musician through singing, playing instruments, and moving to music.

Create, the second strand, is the process whereby the students learn to use the notational tools of music to express their ideas, thoughts, and feelings through original composition. *Create* includes the exploration of individual approaches to vocal or instrumental improvisation.

Investigate, the third strand, involves students in the study and practice of music theory through music reading, notation, and sight-reading. It also requires the use of critical thinking skills to analyze the manner in which music is organized. Students will identify the style and distinctive characteristics of music which delineate each of the basic music historical periods, as well as the influence of twentieth century technology and compositional techniques employed in all genres of music. Students will also investigate the vocal timbres that are unique to children, adolescents, and adults. Students will be guided in the development of criteria for making informed artistic judgments about music, and the other arts, and for evaluating the role of music in society.

Connect, the fourth strand, involves the development of an understanding and awareness of the commonality between music and other disciplines. Students may relate music to foreign languages through music terminology and song texts; to poetry through common expressive elements; to mathematics through the principles of rhythm; to science through the study of acoustics; and to history/social science through the musical expression of various cultures and historical periods. Students will be encouraged to explore the elements of music in seeking to understand the interrelationships and commonality among the arts.

Although the strands are presented separately for organizational purposes, in practice they are integrated throughout all music instruction, regardless of classroom or ensemble experience. The four strands—Perform, Create, Investigate, and Connect—shape the music experience and guide the instructional process, K-12.

Music K-12

Introduction

The Music K-12 Standards of Learning identify content for the development of skills and knowledge in music for public schools in the Commonwealth of Virginia. Standards are identified by grade level for kindergarten through grade five, by grade clusters at the middle school level (grades six through eight), and by grade clusters at the high school level (grades nine through twelve).

The standards are to be used as guidelines and benchmarks for student achievement and to provide a variety of music experiences throughout the different grade levels and grade clusters. The four strands—Perform, Create, Investigate, and Connect—provide the bases for all instructional strategies that are appropriate to each category.

Music K-12 Standards of Learning provide the framework for students to learn ways in which the content of the separate disciplines within and outside the arts are interrelated with those of music. The strands are integrated through a variety of classroom and performance activities. Through individualized instruction and the provision of multiple educational opportunities, students will obtain valuable music skills and knowledge to prepare them for future educational, occupational, and personal endeavors.

Grades K-5

The Music K-5 Standards of Learning introduce basic music concepts through singing, playing instruments, moving, and listening. Students will gradually develop their singing voices, a repertoire of songs, and a sense of rhythm beginning with the steady beat and continuing toward complex rhythms and meters. Movement experiences are included as a means of demonstrating an understanding of concepts such as pitch, rhythm, and form. Listening experiences include traditional and contemporary classical works, American folk music, and music of other cultures. Through these experiences students will have the opportunity to apply and demonstrate an understanding of music concepts.

Kindergarten

Perform

- K.1 The student will sing songs and play instruments.
 - 1. Participate individually and in groups.
 - 2. Accompany songs and chants with body percussion and classroom instruments.
 - 3. Imitate two pitch (sol-mi) patterns sung or played.
- K.2 The student will perform rhythm patterns that include sounds and silences.
- K.3 The student will sing, play, or move at the appropriate time following a vocal/instrumental introduction.
- K.4 The student will respond to music with movement.
 - 1. Match movement to rhythm patterns.
 - 2. Employ large body movement.
 - 3. Employ locomotor and non-locomotor movement.
 - 4. Use movement to enhance music, stories, and poems.
 - 5. Perform dances and games from various cultures.
 - 6. Use the body to illustrate moods and contrasts in music.
- K.5 The student will demonstrate the difference between a singing voice and a speaking voice.
- K.6 The student will demonstrate steady beat.
 - 1. Use body percussion, instruments, and movement.
 - 2. Use children's literature, chant, and song.

Create

- K.7 The student will employ creativity in a variety of music experiences.
 - 1. Use classroom instruments, body percussion, and movement.
 - 2. Use the voice in speech and song.
 - 3. Dramatize songs, stories, and poems.

Investigate

- K.8 The student will recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.
- K.9 The student will identify classroom instruments by sight and sound.
- K.10 The student will distinguish between tone colors.
1. Identify voices and instruments.
2. Identify men's, women's, and children's voices.

Connect

- K.11 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
2. Contribute to a group effort of listening to music.
3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- K.12 The student will demonstrate an understanding of the relationship between music and other disciplines.

Grade One

Perform

- 1.1 The student will sing songs and play instruments.
 - 1. Sing songs that contain sol, mi, and la pitches.
 - 2. Sing a variety of songs individually and in groups.
 - 3. Develop a repertoire of songs.
 - 4. Play pitched and non-pitched instruments.
- 1.2 The student will perform rhythm patterns.
 - 1. Relate rhythm patterns to notation.
 - 2. Demonstrate melodic rhythm.
- 1.3 The student will respond to music with movement.
 - 1. Perform line and circle dances.
 - 2. Perform dances and games from various cultures.
 - 3. Demonstrate locomotor and non-locomotor movements.
 - 4. Dramatize songs, stories, and poems.

Create

- 1.4 The student will employ creativity in a variety of music experiences.
 - 1. Use classroom instruments, body percussion, and movement.
 - 2. Use the voice in speech and song.
 - 3. Dramatize songs, stories, and poems.
 - 4. Create melodies to familiar nursery rhymes or chants.

Investigate

- 1.5 The student will distinguish between melodic rhythm and steady beat by sight and sound.
- 1.6 The student will recognize when music changes from one section to a contrasting section.
- 1.7 The student will recognize and describe sudden changes in expressive qualities of music.
 - 1. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.
- 1.8 The student will identify high pitches and low pitches.
 - 1. Demonstrate different pitches vocally, instrumentally, and with movement.
 - 2. Distinguish between extreme contrasts of sound.
- 1.9 The student will identify pitched and non-pitched classroom instruments by sight and sound.
- 1.10 The student will distinguish between accompanied and unaccompanied vocal music.

Connect

- 1.11 The student will exhibit respect for the contributions of self and others in a music setting.
 - 1. Contribute to a group effort of making music.
 - 2. Contribute to a group effort of listening to music.
 - 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 1.12 The student will demonstrate an understanding of the relationship between music and other disciplines.

Grade Two

Perform

- 2.1 The student will sing songs and play instruments.
 - 1. Sing melodies within the range of a sixth.
 - 2. Sing a variety of songs, individually and in groups.
 - 3. Develop a repertoire of songs.
 - 4. Play ostinato and single-chord accompaniments on classroom instruments.
- 2.2 The student will perform and notate rhythm patterns using traditional notation.
- 2.3 The student will respond to music with movement.
 - 1. Perform line and circle dances.
 - 2. Perform dances and games from various cultures.
 - 3. Demonstrate locomotor and non-locomotor movements.
 - 4. Dramatize songs, stories, and poems.
 - 5. Perform interpretive movement.
- 2.4 The student will read lyrics containing more than one verse and including words divided into syllables.

Create

- 2.5 The student will employ creativity in a variety of music experiences.
 - 1. Create lyrics to familiar melodies.
 - 2. Create new verses to songs.
 - 3. Create accompaniments and ostinato.
 - 4. Create music to enhance songs, stories, and poems.
 - 5. Create interpretive movement.

Investigate

- 2.6 The student will recognize form in music.
 - 1. Identify like and unlike melodic phrases.
 - 2. Identify and perform music in two-part (AB) form.
 - 3. Identify the beginning and ending of phrases.
- 2.7 The student will recognize sudden and gradual changes in expressive qualities of music.
 - 1. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.
 - 2. Use music terminology to describe changes.
- 2.8 The student will identify selected orchestral and folk instruments by sight and sound.
- 2.9 The student will identify melody patterns that move upward, downward, and remain the same.
 - 1. Use the voice, instruments, and movement.
 - 2. Use music terminology.
 - 3. Use the seven letters of the music alphabet.

Connect

- 2.10 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 2.11 The student will demonstrate an understanding of the relationship between music and other disciplines.

Grade Three

Perform

- 3.1 The student will sing in tune with a clear tone quality.
 - 1. Sing melodies within the range of an octave.
 - 2. Develop a repertoire of familiar songs.
 - 3. Perform in a two-part music ensemble.
 - 4. Accompany singing with rhythm and/or melody instruments.
 - 5. Use terminology to interpret a music selection.
- 3.2 The student will notate and perform melody and rhythm patterns from the treble staff using traditional notation.
 - 1. Use melody instruments.
 - 2. Use a wide range of tempos and dynamics.
 - 3. Recognize that music is divided into measures.
- 3.3 The student will respond to music with movement.
 - 1. Perform line and circle dances.
 - 2. Perform dances and games from various cultures.
 - 3. Dramatize songs, stories, and poems.
 - 4. Perform interpretive movement.
- 3.4 The student will perform I and V (V7) chords to accompany a two-chord melody using classroom instruments.
- 3.5 The student will identify and perform sets of beats that are grouped in twos and threes using descriptive terminology to identify which beats are strong and which beats are weak.

Create

- 3.6 The student will employ creativity in a variety of music experiences.
 - 1. Create accompaniments and ostinato for songs and chants.
 - 2. Create interpretive movement.
 - 3. Create lyrics to familiar melodies.
 - 4. Create new verses to songs.

Investigate

- 3.7 The student will identify ABA form.
- 3.8 The student will recognize music symbols within a composition and use music terminology to explain their functions.
- 3.9 The student will explore the music of world cultures through song, dance, and movement.
 - 1. Study folk tales and musical settings of folk tales.
 - 2. Listen to examples of instruments not traditionally found in bands or orchestras.
 - 3. Interpret music through movement.
 - 4. Perform traditional dances.

- 3.10 The student will identify the four orchestral families (woodwind, string, brass, percussion) by sight and sound.
- 3.11 The student will demonstrate the melodic shape (contour) of a musical phrase using music terminology to describe how pitch levels may move upward, downward, or stay the same.

Connect

- 3.12 The student will exhibit respect for the contributions of self and others in a music setting.
 - 1. Contribute to a group effort of making music.
 - 2. Contribute to a group effort of listening to music.
 - 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 3.13 The student will demonstrate an understanding of the relationship between music and other disciplines.

Grade Four

Perform

- 4.1 The student will sing in tune with a clear tone quality.
 - 1. Sing with expression using indicated dynamics and phrasing.
 - 2. Sing in a group performing songs in simple harmony.
 - 3. Develop a repertoire of songs.
- 4.2 The student will notate and perform melody and rhythm patterns from the treble staff using traditional notation.
 - 1. Identify melodic movement as step, leap, or repeat.
 - 2. Use pitched and non-pitched instruments.
- 4.3 The student will respond to music with movement.
 - 1. Perform interpretive movement.
 - 2. Perform traditional folk dances and/or choreography.
 - 3. Use body percussion.
- 4.4 The student will play I, IV, and V (or V7) chords to accompany a three-chord melody.

Create

- 4.5 The student will employ creativity in a variety of music experiences.
 - 1. Improvise simple melodic and rhythmic accompaniments.
 - 2. Create melodic or rhythmic motives to enhance literature using a variety of sound sources, including technology.
 - 3. Create interpretive movement, individually or in groups.

Investigate

- 4.6 The student will identify and explain extended examples of AB and ABA forms.
- 4.7 The student will recognize dynamic markings and interpret them in performance.
- 4.8 The student will identify instruments from various music ensembles by sight and sound including instruments from other cultures.
- 4.9 The student will identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats.
- 4.10 The student will distinguish between major and minor tonality.
- 4.11 The student will use music terminology to describe various styles of music.
 - 1. Place musical examples into broad categories of style.
 - 2. Identify a composer and a music composition from each of four different music historical periods.

Connect

- 4.12 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 4.13 The student will demonstrate an understanding of the relationship between music and other disciplines.

Grade Five

Perform

- 5.1 The student will sing in tune with a clear tone quality.
 - 1. Demonstrate beginning choral behaviors and skills in group singing.
 - 2. Sing a varied repertoire of music alone and with others.
 - 3. Participate in group singing involving two-part or three-part harmony.
 - 4. Develop age-appropriate ability in singing skills.
- 5.2 The student will notate and perform melody and rhythm patterns from the treble staff using traditional notation.
 - 1. Use pitched and non-pitched instruments.
 - 2. Use computer technology.
- 5.3 The student will respond to music with movement.
 - 1. Perform interpretive movement.
 - 2. Perform dances and games from various cultures including traditional folk dances and/or choreography.
 - 3. Use body percussion.

Create

- 5.4 The student will employ creativity in a variety of music experiences.
 - 1. Create movement to music.
 - 2. Create non-traditional notation.

Investigate

- 5.5 The student will identify and explain music forms of rondo and theme and variations.
- 5.6 The student will use music terminology to describe music performances and compositions.
 - 1. Identify music symbols within a music composition and explain their functions.
- 5.7 The student will identify instruments from various music ensembles by sight and sound including instruments from other cultures.
- 5.8 The student will identify the functions of the top and bottom numbers of meter signatures in duple and triple meters.
- 5.9 The student will place music examples into broad categories of style.
 - 1. Use music terminology to compare and contrast a variety of music styles.
 - 2. Explore how vocal style contributes to the quality and enjoyment of musical selections.
 - 3. Explore and perform a variety of music styles.
 - 4. Identify notable characteristics of the music of world cultures.
 - 5. Identify a composer and one music composition from each of four different music historical periods.

Connect

- 5.10 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 5.11 The student will demonstrate an understanding of the relationship between music and other disciplines.

Grades 6-8

The Grades 6-8 Music Standards of Learning (middle school) will involve students in a higher level of music concepts and the further development of music skills through singing, playing instruments, moving, and listening. The standards encourage the reading of music notation and the assimilation of previous study in music toward understanding the mechanics of a music score. Students will explore the creative and expressive aspects of music through composing and arranging. Evaluation of music performances will allow students opportunities to apply music knowledge and experiences to new situations.

Perform

- MS.1 The student will participate in a variety of music experiences as a means of studying the elements of music.
1. Demonstrate an understanding of melody patterns aurally and visually.
 2. Demonstrate an understanding of rhythm patterns aurally and visually.
 3. Demonstrate an understanding of harmony aurally and visually.
 4. Perform music with the voice and instruments.
- MS.2 The student will play and/or sing music from notation on the grand staff.
- MS.3 The student will participate in a variety of movement activities in the study of music.
1. Demonstrate a variety of styles, periods, and forms through structured and unstructured dance and movement.
 2. Demonstrate elements of music using body percussion and other physical responses.

Create

- MS.4 The student will employ creativity in a variety of music experiences.
1. Discuss how a composer communicates ideas by manipulating elements of music.
 2. Improvise melodies, rhythms, and harmonies.
 3. Compose melodies, rhythms, and harmonies.
 4. Create arrangements of known melodies using traditional or non-traditional sound sources, including computer-related technology.

Investigate

- MS.5 The student will describe performances, live or recorded, using music terminology.
1. Develop criteria for evaluating music performances.
 2. Identify music of diverse cultures including representative composers.
 3. Identify instruments, voice classifications (soprano, alto, tenor, bass) and a variety of performing ensembles aurally and visually.
 4. Investigate traditional and non-traditional sound sources.
- MS.6 The student will investigate music sounds, forms, styles, and genres through listening, discussing, writing, and performing.
- MS.7 The student will investigate the role of music in society.
1. Investigate careers in music.
 2. Identify the various uses of music in daily experience.

Connect

- MS.8 The student will demonstrate appropriate performance behavior as a participant and/or listener.
1. Exhibit respect for the contributions of self and others within a music setting.
 2. Demonstrate appropriate audience behavior for the context and style of music performed.
- MS.9 The student will identify and compare relationships between music and other disciplines.

Grades 9-12

The Grades 9-12 Music Standards of Learning (high school) extend the study of musical concepts and are applicable to non-performance music courses. Students will continue to develop skills in reading and understanding music notation and to explore the expression and organization of musical ideas. The study of music, as it relates to human experience, and the student's ability to make aesthetic judgments are also a part of the Grades 9-12 Music Standards of Learning.

Perform

- HS.1 The student will participate in a variety of music experiences.
1. Develop skills in music individually and in groups.
 2. Listen and respond to music.

Create

- HS.2 The student will read and notate music.
1. Notate original musical ideas in treble and bass clefs.
 2. Notate music from dictation.
 3. Employ technology to notate and/or read music.
- HS.3 The student will demonstrate the ability to organize and express musical ideas and sounds.
1. Improvise music.
 2. Arrange music using a choice of notation and form.
 3. Compose music using a choice of notation and form.
 4. Use music terminology in explaining music, music notation, instruments, voices, and performances.

Investigate

- HS.4 The student will investigate characteristics of musical sounds.
1. Employ elements of music including melody, rhythm, harmony, form, and texture.
 2. Employ technology to explore musical sounds.
 3. Investigate traditional and non-traditional sound sources.
- HS.5 The student will explore music styles and genres through listening, performing, writing, and discussing.
- HS.6 The student will investigate the role of music in the human experience.
1. Explore the development and function of music from the oral and written traditions in diverse cultures throughout history.
 2. Explore various opportunities to experience music in the community.
 3. Identify the various uses of music.
 4. Discuss the role of technology in the development of music.
- HS.7 The student will develop evaluative criteria to make aesthetic judgments.
1. Develop skills in evaluating music individually and in groups.
 2. Defend individual judgments regarding the function of the elements of music.

Connect

- HS.8 The student will demonstrate appropriate performance behavior as a participant and/or listener.
1. Exhibit respect for the contributions of self and others within a musical setting.
 2. Demonstrate appropriate audience behavior for the context and style of music performed.
- HS.9 The student will identify and compare relationships between music and other disciplines.

Instrumental

Introduction

Instrumental Music Standards of Learning are organized into four levels—Beginning, Intermediate, Advanced, and Artist. These four levels are based on the sequential development of skills, as opposed to grade level. Since students in the Commonwealth of Virginia begin instrumental instruction at varying grades, the use of these four levels allows for needed flexibility. These levels approximate the Virginia Band and Orchestra Directors Association (VBODA) Selective Music List for solo repertoire as Levels 1-2, 2-4, 4-5, and 5-6.

The standards are to be used as guidelines and benchmarks for student achievement. The four strands—Perform, Create, Investigate, and Connect—provide the organization for all of the instructional strategies in the standards. Opportunities are provided to explore the relationship between music, the other arts, and disciplines outside the arts.

In this revision the wording for the standards includes both band and string instruments. The descriptive lists of skills and activities related to the standards are organized with band content indicated before string content.

Beginning Level

Students will begin instruction on a band or string instrument of their choice. Instruction begins at any age and continues until the skill levels are mastered. Students will demonstrate proper care of the instrument and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, fingerings, and will count, read, and perform the beginning level of music being studied (VBODA Level 1-2). Teachers will use available standard method books to deliver instruction in either homogeneous or heterogeneous class settings with limited ensemble work.

Perform

- IB.1 The student will demonstrate proper playing position.
 - 1. posture
 - 2. embouchure
 - 3. hand position
- IB.2 The student will consistently produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IB.3 The student will demonstrate the ability to adjust pitch while playing an instrument.
- IB.4 The student will maintain a steady tempo while performing materials being studied.
- IB.5 The student will use contrasting articulation.
 - 1. winds: tonguing, slurring
 - 2. strings: détaché, pizzicato, slurring
- IB.6 The student will perform four major scales, ascending and descending.
 - 1. winds and percussion: F, Bb, Eb, Ab
 - 2. strings: D, G, C, F
- IB.7 The percussion student will perform six of The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
 - 1. long roll
 - 2. five stroke roll
 - 3. nine stroke roll
 - 4. flam
 - 5. single paradiddle
 - 6. ruff
- IB.8 The wind/percussion student will perform a one-octave chromatic scale, ascending and descending.
- IB.9 The student will use dynamic contrast as a means of expression.
- IB.10 The student will demonstrate musical phrasing in materials being studied.
 - 1. melodic contour
 - 2. natural accents
 - 3. use of breath or bow

- IB.11 The student will demonstrate ensemble skills.
1. blend instrumental timbres
 2. match dynamic levels
 3. respond to basic conducting gestures
 4. maintain a steady tempo
- IB.12 The student will sight-read music of varying styles and levels of difficulty.
- IB.13 The student will sing selected lines from the material being studied.
- IB.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

- IB.15 The student will embellish two to four measures of a folk song after echoing sample rhythm examples found in folk materials being studied.
- IB.16 The student will compose a two to four measure melody using available technology and teacher-specified rhythms and pitches.

Investigate

- IB.17 The student will demonstrate knowledge of the instrument being studied.
1. identification of instrument parts
 2. proper care and maintenance of the instrument
- IB.18 The student will identify and count rhythm patterns from instructional materials using an established rhythm-reading system.
- IB.19 The student will provide answers to instructor's questions regarding individual and group performance.
- IB.20 The student will identify career options in music.
- IB.21 The student will identify and define music terms and symbols from materials being studied.
1. letter names
 2. fingerings or positions
 3. location of notes

Connect

- IB.22 The student will demonstrate behaviors that result in increased music learning through a variety of music activities.
1. regular attendance with required materials
 2. completion of assignments/practice
 3. participation in class and performance
 4. concert etiquette as a performer and a listener

- IB.23 The student will associate terminology common to music with other disciplines.
- IB.24 The student will provide answers to instructor's questions about cultures, styles, composers, and historical periods from materials being studied.

Intermediate Level

Developing basic musicianship skills continues to be a priority at the Intermediate Level. Students will begin to use more articulations and bowings, perform scales and music in more difficult key signatures, demonstrate shifting and vibrato, and perform music at an intermediate level of difficulty (VBODA Level 2-4). Ensemble skills will become more developed as students participate in band and orchestral settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods.

Perform

- II.1 The student will demonstrate proper playing position.
 - 1. posture
 - 2. embouchure
 - 3. hand position
- II.2 The student will consistently produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- II.3 The student will demonstrate the ability to adjust and match pitches.
- II.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- II.5 The student will demonstrate a variety of articulations or bowings.
 - 1. wind: staccato, legato tongue, accent, marcato, tenuto
 - 2. strings: staccato, brush stroke, hooked bowings, martelé, marcato, tremolo, multiple-note slurs
- II.6 The student will perform selected major scales ascending and descending in eighth notes (M.M. quarter note = 72).
 - 1. winds: D, G, C, F, Bb, Eb, Ab, Db
 - 2. violin: C, G, D, A, Bb, Ab, two octaves
 - 3. viola/cello: C, G, D, E, F, Eb, two octaves
 - 4. string bass: C, G, D, A, E, F, Bb, Ab, one octave
- II.7 The percussion student will perform The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
- II.8 The wind/percussion student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72).
- II.9 The student will use dynamic contrast and technical skills as means of expression.
 - 1. winds: vibrato, alternate fingerings, trills, grace notes
 - 2. percussion: multiple mallets and auxiliary instrument techniques; technique on two timpani
 - 3. strings: shifting (violin/viola up to third position; cello/bass up to fourth position); alternate fingerings; vibrato
- II.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification in materials being studied.

- II.11 The student will demonstrate ensemble skills.
 - 1. blending of instrumental timbres
 - 2. matching dynamic levels, style, and intonation
 - 3. responding to conducting gestures
- II.12 The student will sight-read music of varying styles and levels of difficulty.
- II.13 The student will sing a part while other students sing or play contrasting parts.
- II.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

- II.15 The student will embellish a folk song by creating rhythmic and melodic variations.
- II.16 The student will compose an eight-measure melody using available technology within teacher-specified parameters.

Investigate

- II.17 The student will demonstrate knowledge of the instrument being studied.
 - 1. identifying minor problems
 - 2. repairing minor problems with teacher guidance
- II.18 The student will identify and count rhythm patterns from instructional materials using an established rhythm-reading system.
- II.19 The student will evaluate individual and group performance by offering suggestions for improvement.
- II.20 The student will identify career and avocational options in music.
- II.21 The student will identify, define, and apply music terms and symbols encountered in the material being studied.

Connect

- II.22 The student will demonstrate behaviors that result in increased music learning through a variety of music activities.
 - 1. regular attendance with required materials
 - 2. completion of assignments/practice
 - 3. participation in class and performance
 - 4. participation in activities that are cross-disciplinary or co-curricular
 - 5. concert etiquette as a performer and a listener
- II.23 The student will describe concepts common to music and other disciplines.
- II.24 The student will discuss cultures, styles, composers, and historical periods from materials being studied.

Advanced Level

Students at the Advanced Level (VBODA Level 4-5) will participate regularly in an orchestra or band setting. Technical and expressive skills will be increased in difficulty as the student demonstrates a variety of articulations, bowings, positions, alternate fingerings, and vibrato, while playing the required scales, arpeggios, and rudiments in more complex rhythm patterns. Percussion students will become more proficient in the use of mallet instruments, keyboard, and timpani. Advanced instrumental students will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. Students will discuss relationships between music concepts and other disciplines, and be involved in discussing various cultures, styles, composers, and historical periods.

Perform

- IAD.1 The student will demonstrate proper playing position.
1. posture
 2. embouchure
 3. hand position
- IAD.2 The student will consistently produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IAD.3 The student will demonstrate the ability to adjust and match pitches.
- IAD.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- IAD.5 The student will demonstrate a variety of articulations or bowings.
1. winds: double-tongue, triple-tongue, breath attacks
 2. strings: spiccato, sforzando, louré, flautando
- IAD.6 The student will perform all major scales and selected melodic minor scales with one-octave tonic arpeggios ascending and descending in eighth notes (M.M. quarter note = 72).
1. winds/percussion: e, a, d, g, c, f, b-flat, e-flat
 2. violin: g, a, b-flat, c, three octaves
 3. viola/cello: c, d, three octaves
 4. string bass: e, f, g, two octaves
- IAD.7 The percussion student will perform The Standard 26 American Drum Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.
- IAD.8 The wind/percussion student will perform a chromatic scale, ascending and descending, throughout the practical range of the instrument in sixteenth notes (M.M. quarter note = 72).

- IAD.9 The student will use dynamic contrast and technical skills as a means of expression.
1. winds: vibrato, alternate fingerings, trills, grace notes
 2. keyboard percussion: three-mallet technique
 3. auxiliary percussion: multiple percussion techniques
 4. timpani technique on 3 to 4 timpani: tune drums to reference pitches; make tuning changes within an instrumental work
 5. strings: shifting (violin/viola up to fifth position; cello/bass up to thumb position); alternate fingerings; and vibrato
- IAD.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification in materials being studied.
- IAD.11 The student will demonstrate ensemble skills.
1. blending instrumental timbres
 2. matching dynamic levels, style, and intonation
 3. responding to conducting gestures
 4. using conducting gestures
- IAD.12 The student will sight-read music of varying styles and levels of difficulty.
- IAD.13 The student will sing a part while other students sing or play contrasting parts.
- IAD.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

- IAD.15 The student will improvise a melody to a I-IV-V-I chord progression.
- IAD.16 The student will harmonize a teacher-specified melody using available technology.

Investigate

- IAD.17 The student will demonstrate knowledge of the instrument being studied.
1. identifying minor problems
 2. repairing minor problems
- IAD.18 The student will identify and count rhythm patterns from the material being studied using an established rhythm-reading system.
- IAD.19 The student will diagnose and correct personal performance errors.
- IAD.20 The student will research career and avocational options in music using available technology.
- IAD.21 The student will identify, define, and apply music terms and symbols from materials being studied.

Connect

- IAD.22 The student will demonstrate behaviors that result in increased music learning through a variety of music activities.
1. regular attendance with required materials
 2. completion of assignments/practice
 3. participation in class and performance
 4. participation in activities such as marching band, jazz ensemble, chamber ensembles, All-District, All-Region, and All-Virginia events
 5. concert etiquette as a performer and a listener
- IAD.23 The student will discuss relationships between music concepts and other disciplines.
- IAD.24 The student will compare and contrast materials being studied in its historical and cultural context.

Artist Level

Students who perform at the Artist Level (VBODA Level 5-6) have built upon the previous skill levels of Beginning, Intermediate, and Advanced. The Artist Level instrumental student will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. The students will analyze concepts common to music and other disciplines and will be involved in the study of aural examples of music representing a variety of cultures, styles, and historical periods.

Perform

- IAR.1 The student will demonstrate proper playing position.
1. posture
 2. embouchure
 3. hand position
- IAR.2 The student will consistently produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IAR.3 The student will demonstrate the ability to adjust and match pitches.
- IAR.4 The student will incorporate tempo changes and a variety of rhythms and meters while performing materials being studied.
- IAR.5 The student will perform all articulations or bowings indicated in materials being studied.
- IAR.6 The student will perform all major and melodic minor scales ascending and descending in a variety of rhythm patterns and articulations.
- IAR.7 The percussion student will perform all of the Percussive Arts Society International Drum Rudiments (Percussive Arts Society), open-close-open.
- IAR.8 The wind/percussion student will perform a chromatic scale, ascending and descending, throughout the practical range of the instrument in sixteenth notes (M.M. quarter note = 96).
- IAR.9 The student will use dynamic contrast and technical skills as means of expression.
1. winds: embellishments; extreme tessitura; and a variety of timbre effects
 2. keyboard percussion: four-mallet technique
 3. auxiliary percussion: multiple percussion techniques
 4. timpani technique on 4 or more drums; tuning all drums to a single reference pitch; and make tuning changes within a piece using intervallic pitches
 5. strings: shifting (violin/viola 5th position and higher; cello/bass thumb position and above); varying speeds of vibrato; harmonics; and a variety of timbre effects
- IAR.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification in materials being studied.

- IAR.11 The student will demonstrate ensemble skills.
1. blending instrumental timbres
 2. matching dynamic levels, style, and intonation
 3. responding to conducting gestures
 4. using conducting gestures
- IAR.12 The student will sight-read music of varying styles and levels of difficulty.
- IAR.13 The student will sing a part while other students sing or play contrasting parts.
- IAR.14 The student will perform music from a variety of cultures, styles, and historical periods.

Create

- IAR.15 The student will improvise a melody to a 12-bar blues progression.
- IAR.16 The student will compose a selection for two or more instruments making use of available technology.

Investigate

- IAR.17 The student will demonstrate knowledge of the instrument being studied.
1. identifying minor problems
 2. repairing minor problems
- IAR.18 The student will analyze rhythm patterns from materials being studied.
- IAR.19 The student will evaluate and improve personal performance by comparison with an exemplary model.
- IAR.20 The student will research career and avocational options in music using available technology.
- IAR.21 The student will identify, define, and apply music terms and symbols from materials being studied.

Connect

- IAR.22 The student will demonstrate behaviors that result in increased music learning through a variety of music activities.
1. regular attendance with required materials
 2. completion of assignments/practice
 3. participation in class and performance
 4. participation in activities such as marching band, jazz ensemble, chamber ensembles, All-District, All-Region, and All-Virginia events
 5. concert etiquette as a performer and a listener
 6. mentor peers
- IAR.23 The student will analyze concepts common to music and other disciplines.

- IAR.24 The student will associate aural examples of music with a variety of cultures, styles, and historical periods.
- IAR.25 The student will analyze a specific work and discuss how the music elements are used to create expression.

Vocal/Choral

Introduction

The Vocal/Choral Music Standards of Learning are organized into four sequential and developmental levels: Beginning, Intermediate, Advanced, and Artist. These four descriptors are based on vocal maturation and increasing musicianship skills. The Artist Level is the culminating vocal/choral experience in which the singer is prepared for future musical development and career opportunities. Since students in Virginia may be introduced to the choral ensemble experience at varying grade levels, the use of the four sequential and developmental levels allows for consistency and instructional flexibility.

The Standards are to be used as guidelines and benchmarks for student achievement. The four strands—Perform, Create, Investigate, and Connect—provide the organization for these instructional strategies. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music.

Beginning Level

The Music Standards of Learning for the Beginning Level are designed for students experiencing their first vocal/choral class. A beginning choir may be found at any grade level within the elementary, middle, and secondary school setting as prescribed by the local school district.

The Beginning Level Standards of Learning emphasize fundamental vocal development, traditional notation, and the introduction to ensemble singing. These Vocal/Choral Standards of Learning require performance, creativity, and investigation at a fundamental level. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music.

Perform

- CB.1 The student will use posture and breathing techniques to support vocal production.
1. Identify vocal anatomy including the function of the diaphragm and larynx in singing.
 2. Utilize breathing exercises during vocal warm up.
- CB.2 The student will sing with a free, clear tone and accurate intonation.
1. Demonstrate knowledge of terminology related to phonation.
 2. Use vocal development exercises to produce a relaxed, open throat while singing.
 3. Use vocal development exercises to achieve accurate intonation.
- CB.3 The student will sing with purity of vowels and clarity of consonants.
1. Distinguish between vowel sounds ah, eh, ee, oh, oo.
 2. Articulate consonants.
- CB.4 The student will demonstrate indicated dynamics and tempo in individual and group singing.
1. Apply dynamic markings including p, f, mp, mf, pp, ff, crescendo, decrescendo.
 2. Apply tempo markings as indicated.
- CB.5 The student will perform music in unison and harmony.
1. Sing at least three of the following: rounds, canons, descants, partner songs.
 2. Sing literature in two-part harmony.
 3. Sing literature with and without instrumental accompaniment.
- CB.6 The student will respond to basic conducting gestures.

Create

- CB.7 The student will respond to music through movement.
1. Use movement to enhance styles of music.
 2. Use body percussion to practice and perform rhythms.
- CB.8 The student will create melodies and rhythms through improvising and composing.
1. Compose a simple melody within specified guidelines.
 2. Create variations of familiar melodic phrases on a neutral syllable.
 3. Improvise "responses" in a similar style to given rhythmic and melodic phrases.
 4. Use multimedia applications in creating original music.

Investigate

- CB.9 The student will investigate approaches for reading and writing basic music notation.
1. Identify notes and rests (eighth, quarter, half, whole), basic symbols, and terms.
 2. Analyze and sight-read simple four-measure phrases using a symbol system.
 3. Read and write rhythmic patterns in simple meter at various tempos.
 4. Utilize available technology.
- CB.10 The student will identify simple musical forms.
1. Identify similar and contrasting phrases.
 2. Recognize visually and aurally AB and ABA forms.
- CB.11 The student will evaluate music performances.
1. Provide answers to questions regarding criteria for evaluating vocal/choral performances and compositions.
 2. Develop and apply criteria for evaluating vocal/choral performances.

Connect

- CB.12 The student will study the relationship of music to the other fine and performing arts.
1. Associate common elements and descriptive terms with those used in music, art, dance, and drama.
 2. Explore careers in music as related to other fine and performing arts.
- CB.13 The student will demonstrate an awareness of cooperation in the vocal/choral setting.
1. Contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.
- CB.14 The student will study selections representing historical periods, diverse styles, and cultures.
1. Compare and contrast the functions of vocal/choral music in various cultures.
 2. Associate distinguishing characteristics of representative choral music from a variety of cultures.
 3. Classify an exemplary vocal/choral work by historical period, composer, and title.

Intermediate Level

The Intermediate Level Music Standards of Learning are designed for students who have achieved competency in beginning vocal/choral skills. Emphasis is placed on the continuing development of vocal production techniques and ensemble participation. The standards require performance, creativity, and investigation at a level of increased ability as well as an understanding and application of traditional music notation. Opportunities to explore the relationship between music and the arts and disciplines outside of the arts are continued.

Perform

- CI.1 The student will use posture and breathing techniques to support vocal production.
 - 1. Demonstrate a consistent application of breath control.
 - 2. Demonstrate a consistent application of singing posture.
 - 3. Demonstrate knowledge of vocal anatomy through correct vocal production.
- CI.2 The student will sing with a free, clear tone, and accurate intonation.
 - 1. Exhibit understanding of the phonation process.
 - 2. Continue to use vocal development exercises to produce desired tone and intonation.
 - 3. Demonstrate knowledge of individual singing range.
- CI.3 The student will sing with purity of vowels and clarity of consonants.
 - 1. Use vocal development employing ah, eh, ee, oh, oo to promote vowel purity.
 - 2. Articulate consonants.
- CI.4 The student will use dynamics, tempo, blend, and balance in a group performance.
 - 1. Consistently apply dynamic markings: p, f, pp, ff, mp, mf, crescendo, decrescendo.
 - 2. Demonstrate an awareness of blend and balance.
- CI.5 The student will sing music written in three or more parts.
 - 1. Maintain voice part in small ensemble.
 - 2. Sight-read four-measure phrases using a symbol system.
 - 3. Sing with and without instrumental accompaniment.
- CI.6 The student will respond to conducting patterns and interpretive gestures.
 - 1. Become familiar with basic conducting patterns of one beat, two beats, three beats, and four beats.
 - 2. Become familiar with deviation in conducting pattern for stylistic interpretation.

Create

- CI.7 The student will respond to music through movement.
 - 1. Create movement for diverse styles of music.
 - 2. Design body percussion for rhythm studies.
- CI.8 The student will create through composing and improvising.
 - 1. Improvise rhythmic and melodic phrases.
 - 2. Create harmony to a given melody.
 - 3. Use available multimedia applications and technology.

Investigate

- CI.9 The student will investigate approaches for reading and writing music notation.
1. Identify dotted notes and rests, sixteenth notes and rests, basic symbols, and terms.
 2. Analyze four-measure phrases using a symbol system.
 3. Read and write rhythmic patterns in simple and compound meters and various tempos.
 4. Use available technology.
- CI.10 The student will identify music forms and texture.
1. Identify monophonic, homophonic, and polyphonic texture.
 2. Perform music in various forms including AB and ABA.

Connect

- CI.11 The student will evaluate musical performances.
1. Formulate questions related to criteria for self-evaluation of vocal/choral performances.
 2. Evaluate individual and group performances.
- CI.12 The student will study the relationship of music to the arts and disciplines outside the arts.
1. Examine characteristics of various arts from a particular historical period and from various cultures using common elements and characteristic terms.
 2. Explore careers in music as related to the other fine and performing arts.
- CI.13 The student will demonstrate cooperative behavior in the vocal/choral setting.
1. Continue to contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.
- CI.14 The student will study and perform selections representing diverse historical periods, styles, and cultures.
1. Describe distinguishing characteristics of representative vocal/choral music from a variety of cultures.
 2. Compare and contrast the functions of vocal/choral music in various cultures.
 3. Associate an exemplary vocal/choral work with its historical period, composer, and title.

Advanced Level

The advanced vocal/choral student will continue to acquire proficiency in ensemble singing and will begin to develop competency in individual performance. Singing with refined expressive qualities, the student will perform vocal/choral selections and sight-reading material at increased levels of difficulty. Students will demonstrate an expanded ability in performance, creativity, and analytical investigation and will also gain experiential knowledge of leadership and evaluative skills in group and individual settings. Opportunity for students to explore the relationship between music and other disciplines continues to be provided.

Perform

- CAD.1 The student will demonstrate an understanding of vocal technique as applied to advanced vocal literature.
1. Demonstrate consistent advanced vocal production.
 2. Demonstrate knowledge of vocal anatomy.
 3. Use vocal technique in control of dynamics and articulation.
 4. Exhibit increased ability to breathe efficiently while singing.
- CAD.2 The student will consistently demonstrate accurate intonation in solo and ensemble singing.
1. Continue to use vocal development exercises to achieve consistent and accurate intonation.
- CAD.3 The student will sing with purity of vowels and clarity of consonants.
1. Demonstrate difference between voiced and unvoiced consonants.
 2. Demonstrate the use of vowel placement to adjust tone.
 3. Demonstrate difference between pure vowels and diphthongs.
- CAD.4 The student will sing in a manner reflecting expressive qualities of music.
1. Incorporate mood, tempo, dynamics, and tone color into performance.
 2. Demonstrate blending vocal timbres and matching dynamic levels.
 3. Demonstrate the ability to sing with expressive phrasing.
- CAD.5 The student will perform music written in four parts with and without accompaniment.
1. Sing in small ensembles with one student on a part.
 2. Perform music with traditional and non-traditional harmonies.
- CAD.6 The student will respond to various conducting patterns and interpretive gestures.
1. Respond to changing and mixed meter.
 2. Demonstrate conducting patterns in duple and triple meter.
- CAD.7 The student will demonstrate the ability to sing independently.
1. Demonstrate audition skills.
 2. Demonstrate memorization skills.
 3. Perform a song and/or an individual vocal part alone.
- CAD.8 The student will read and write notation.
1. Use a symbol system to sight-read melodic lines in major keys.
 2. Read and write rhythmic and melodic notation.
 3. Sight-read individual voice part in a vocal score.
 4. Use available technology.

Create

- CAD.9 The student will respond to music through movement.
1. Create movement for diverse styles of music.
- CAD.10 The student will create through composing, improvising, and arranging.
1. Create harmonies to a given melody.
 2. Improvise, vocally, a simple melody.
 3. Create arrangements of known melodies.
 4. Use available multimedia applications and technology.

Investigate

- CAD.11 The student will identify various compositional methods in the music being studied including fugue, word painting, modulation, and aleatory music.

Connect

- CAD.12 The student will demonstrate an understanding between the relationship of music to other arts and disciplines outside the arts.
1. Find and describe the correlation between vocal/choral music and other disciplines taught in school.
 2. Explore careers in music as related to the other fine and performing arts.
- CAD.13 The student will demonstrate leadership ability in the vocal/choral setting.
1. Demonstrate the ability to fulfill leadership roles including one or more of the following: section leader, officer, accompanist, peer mentor.
 2. Exhibit concert etiquette during performances in a variety of settings.
- CAD.14 The student will evaluate musical performances.
1. Evaluate and offer constructive suggestions for improvement of personal and group performances.
 2. Articulate musical preferences through the use of music terminology.
- CAD.15 The student will study and sing selections representing various historical periods, styles, and cultures, including music of the twentieth century.
1. Sing selections in a variety of foreign languages.
- CAD.16 The student will demonstrate the ability to make informed decisions as a consumer of music.
1. Identify opportunities to participate in vocal/choral ensembles in the community.
 2. Demonstrate knowledge of opportunities for attendance at professional and community concerts.

Artist Level

The student at the Artist Level will acquire refined musicianship skills in individual and ensemble performance. The student will continue to develop the ability to evaluate music performances and articulate preferences and choices through the use of cognitive skills and analytical thinking. Connections with music in the community and the world will be expanded, and the creation of an individual performance portfolio will be developed. Competency in solo/ensemble singing and the use of foreign languages will assist in preparing the singer for future musical/vocal development and career opportunities. Increasing awareness of the inter-relatedness of music, the arts, and other disciplines will be emphasized.

Perform

- CAR.1 The student will demonstrate a command of vocal technique as applied to advanced vocal/choral literature.
1. Demonstrate knowledge of the singing mechanism consistently in vocal production.
 2. Use vocal technique in the control of dynamics and articulation.
 3. Exhibit increased ability to breathe efficiently while singing.
 4. Demonstrate control throughout the vocal range.
- CAR.2 The student will consistently demonstrate accurate intonation in solo and ensemble singing.
1. Apply listening skills to adjust individual intonation within the ensemble.
 2. Use advanced vocal development exercises to improve intonation.
 3. Demonstrate the ability to transpose a cappella music into one or more keys.
- CAR.3 The student will sing with purity of vowels and clarity of consonants.
1. Use International Phonetic Alphabet (IPA) as a resource tool.
 2. Demonstrate difference between voiced and unvoiced consonants.
 3. Demonstrate difference between pure vowels and diphthongs.
- CAR.4 The student will sing in a manner reflecting expressive qualities of music, including twentieth century vocal techniques.
1. Incorporate mood, tempo, dynamics, and tone color into performance.
 2. Demonstrate blending vocal timbres and matching dynamic levels.
 3. Demonstrate the ability to sing with expressive phrasing.
- CAR.5 The student will perform music written in four or more parts with and without accompaniment.
1. Sing in small ensembles with one student on a part.
 2. Perform music with complex and nontraditional harmonies.
- CAR.6 The student will respond to various conducting patterns and interpretive gestures.
1. Respond to changing and mixed meter.
 2. Demonstrate conducting patterns including duple and triple meter.
- CAR.7 The student will demonstrate the ability to perform a solo and sing an individual voice part.
1. Demonstrate audition skills.
 2. Demonstrate memorization skills.
 3. Sing a selection from standard solo repertoire.

- CAR.8 The student will read and write complex notation.
1. Demonstrate the ability to play an individual voice part on a melodic instrument.
 2. Sight-read melodic lines in major and minor keys.
 3. Read and write complex rhythmic patterns in various meters.
 4. Sight-read any voice part in a full vocal score.

Create

- CAR.9 The student will respond to music through movement.
1. Create movement for selected styles of music.
 2. Design choreography for selected styles of music.
- CAR.10 The student will create through improvising, composing, and arranging.
1. Create a descant or ostinato to a previously learned melody.
 2. Create harmonies to a given melody.
 3. Improvise on a simple melody.
 4. Create an arrangement to a given melody.
 5. Use available multimedia and technology.

Investigate

- CAR.11 The student will identify various compositional methods encountered in the music being studied including fugue, word painting, modulation, and aleatory music.

Connect

- CAR.12 The student will demonstrate an understanding between the relationship of music to the other arts and disciplines outside the arts.
1. Find and describe the correlation between vocal/choral music and other disciplines taught in school.
 2. Explore careers in music as related to the other fine and performing arts.
- CAR.13 The student will demonstrate leadership ability in the vocal/choral setting.
1. Demonstrate the ability to fulfill leadership roles including one or more of the following: section leader, student conductor, accompanist, officer, peer mentor.
 2. Demonstrate concert etiquette during various performances in a variety of settings.
- CAR.14 The student will evaluate music performances.
1. Evaluate and offer constructive suggestions for the improvement of personal and group performances.
 2. Articulate music preferences through the use of music terminology.
 3. Examine professional music reviews as found in available publications.
- CAR.15 The student will study and sing selections representing historical periods, various styles, cultures, and music of the twentieth century.
1. Choose selections from more than one foreign language.
 2. Develop a portfolio of repertoire performed.

- CAR.16 The student will demonstrate the ability to make informed decisions as a consumer of music.
1. Identify opportunities to contribute to the musical community.
 2. Demonstrate opportunities for attendance at professional and community concerts.



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